Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tudor Primary
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	21% (N-Y6) (92 children) (*Updated criteria)
Academic year/years that our current pupil premium strategy plan covers	2026-2028
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Summer 2027
Statement authorised by	Headteacher/ PPG Governor
Pupil premium leads	Rob Weightman (HT) Katie Reading (INCo)
Lead Governor for PPG	Jenny Heath (PPG Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,810 (Nursery - Year 6) (£1550 per child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,810 (Nursery - Year 6)

Part A: Pupil premium strategy plan

Statement of intent

Tudor Primary's strategy plan is responsive to the needs of the school, whether the investment is more bespoke for individuals/ families/ groups or in support of whole school aims. We think creatively, pro-actively and responsibly to do all that we can to maximise the social and educational development of those children who qualify for such additional funding as well as ensure the children and families feel fully part of a school that is central to the community.

As a school, our provision for our most vulnerable pupils is a key focus and their needs are central to school planning and curriculum delivery. Our commitment to the Hertfordshire 'Every Child Project' ensures effective spotlight on high quality learning experiences for all children and the pledge that all children can flourish. We evaluate our success in many ways including the attendance, engagement attainment and progress of these children when compared to all of our children at Tudor as well as children nationally. We are truly responsive to the needs of our school community. As well as knowing and understanding the children that start their primary school experience at Tudor, we must be able to support the high percentage of children that move into our school via in-year admissions, often from schools within the local area.

A key part of our PPG strategy is to ensure that in addition to consistent high-quality teaching and ordinarily available provision in class, children are given high quality and sustainable catch up opportunities that are delivered outside of the normal school day whenever possible. This ensures that all children continue to receive a broad and balanced curriculum during the normal school day and all children are able to take a full part in what schools offers. A number of focus year groups are able to benefit from daily additional learning opportunities that are provided before school. This increases the access to educational support by nearly 20%. With a high focus on PPG children, they are proven to raise confidence as well as attainment/ progress. Our own research also highlighted the enhanced impact of interventions/ supports being more effective (and efficient) when delivered by members of the Tudor teaching team. This area of school success continues to be offered at Tudor.

Pupil premium remains central to our whole school evaluation activities and every member of staff is aware of how we have a duty to further enhance our delivery and provision for those children (and families) who receive additional funding. Such focus is evident in al aspects of our school planning and the input of all stakeholders valued.

At Tudor we value the rich diversity of backgrounds and experiences which our children bring and seek to eliminate achievement gaps that might arise from any form of disadvantage. In order to accomplish this, the 'Tudor Toolkit' for our vulnerable learners (including PPG) is our substantial raft of approaches that we continue to develop and

offer to our school community. The 'Tudor Toolkit' (further detail is included later in this strategy document) contains the following (and more):

Foci:

- *Delivering **high-quality first teaching and ordinarily available provision** consistently and effectively in every classroom*
- *Increased attainment and progress in writing for all pupils*
- *Targeted interventions, based on identified barriers to learning, for children who are working below, but within reach of, age related expectations, as well as those with special educational needs*
- *Enhanced curriculum provision including Forest School/ wider opportunities*
- *Daily breakfast and extra-care opportunities/ home collections for children each day*
- *Teaching assistants who offer support for children to meet age related expectations and to challenge more able learners*
- *Classes/ cohorts with higher % PPG children have increased TA capacity*
- *Curriculum innovation and investment in technology/ resources*
- *Effective and efficient access to mental health services/ support*
- *Dedicated learning support for children with higher levels of need*
- *Family and pupil support workers to enable all our families to thrive*
- *Counselling services (including school based pastoral support TA) for children with higher levels of emotional needs*
- *Additional support given to children learning English as an additional language to ensure that they are quickly able to access the curriculum as well as their peers*
- *A wide range of extra-curricular activities, (subsidised/free) to all pupils.*
- *Subsidies for school outings and workshops to make them accessible for all*
- *Bespoke family support (in the home) including home repairs*
- *A school uniform subsidy, so that children of families on low incomes are not easily identified, or their self-esteem diminished, by their appearance.*

Our ultimate objective for all our pupils is that every child is able to become a confident learner who can flourish independently as well as working in a group. We are very proud of

the academic advancement of our vulnerable leaners, but also how we have endeavoured to meet the social and emotional needs of our children and families. Attendance for vulnerable learners has increased significantly and we now also provide inter-school support and advice. Our approaches have even been used as exemplars (including by the county attendance team.

As evidenced by monitoring from county advisors in a recent inspection, '*PPG pupils enjoy the variety of after school clubs the school provides. Leaders have a strong understanding of the needs of pupils in receipt of PPG. They use in-school and extra-curricular activities to support these pupils to achieve their potential.*'

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Enhance independence of writing confidence (and attainment) by supporting development of spoken language/ vocabulary (oracy) and enable PPG children to achieve well in writing outcomes. This is high focus in all year groups. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oracy and writing than their peers. This negatively impacts their development as independent writers.
2	Support PPG children with reading engagement and daily reading activities. This has been identified where progress is limited due to less capacity for reading support out of school hours.
3	Continue to raise attendance of PPG children so that they have a full experience of education and provision at Tudor.
4	Ensure that ALL children are able to be fully involved with a wide range of activities at Tudor and they are able to make good progress- socially as well as academically.
5	Support children who have multiple presenting needs including high focus on SEMH.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Enhance independence of writing confidence (and attainment) by supporting	-Progress of children with PPG in writing is at least that of those who are non-PPG -PPG children are able to be more independent in writing and are able to write confidently in a range of subjects

development of spoken language/ vocabulary and enable PPG children to achieve well in writing outcomes.	-% of PPG children to achieve greater depth in writing is higher than national average
Support PPG children with reading engagement and daily reading activities. This has been identified where progress is limited due to less capacity for reading support out of school hours.	-Evidence of enhanced partnership between PPG families and school -PPG children receive daily reading interventions that increases progress. -Focus year groups offer bespoke reading interventions that are well attended and increase capacity of reading support. -Use of online individualised tutoring that help increase enjoyment and engagement of reading.
Continue to raise attendance of PPG children so that they have a full experience of education and provision at Tudor.	-PPG children to achieve higher that national PPG attendance. Be within 1% of non-PPG. -PPG children respond pro-actively to attendance strategies and work in partnership with the school
Ensure that ALL children are able to be fully involved with a wide range of activities at Tudor and they are able to make good progress- socially as well as academically.	-PPG children (and families) are able to benefit from our ongoing (sustainable) PPG toolkit of supports that are in place. -PPG families recognise Tudor Primary as a key part of their community and benefit from the raft of supports that are in place. -PPG families are confident to approach Tudor Primary when they require support and/or are open to the enhanced partnership that is on offer.
Support children who have multiple presenting needs including high focus on SEMH.	-SEND children make good progress- academically and socially -Support is provided effectively for children that present increased levels of anxiety at school. -Families of children with SEND feel supported at Tudor and feedback is positive. -Children with SEND are able to comment positively about how they are supported at Tudor.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase percentage of children achieving expected standard in writing: -Staff training on the effective organisation of the teaching of writing, including	Whilst feedback is positive in respect of moderation activities with other schools and writing standards are improving across the school, we will continue to with training and guidance to embed high expectations in writing across the curriculum.	1

handwriting, spelling and the sharing of school strategies -Further enhance oracy by developing a whole-school curriculum for oracy, and delivering high quality staff training on oracy across the school.	Education Endowment Foundation (EEF) findings provide evidence that on average, oral language approaches have a high impact on pupil outcomes and are particularly effective for disadvantaged pupils.	1
-Increase capacity of adult support with modelling and scaffolding of high-quality writing in class	There IS good evidence of high-quality writing and attendance in regular moderation with other schools evidences this too but children need more exposure to bespoke support/ sharing of expectations. EEF Findings provide evidence that scaffolding supports all pupils and has a consistently strong, positive impact upon outcomes.	1,5
-Use of moderation (inter-school) and assessment activities to identify key gaps and develop approaches to teaching high quality writing for all	Moderation is able to evidence the impact of our school strategies as well as develop understanding of standards in school and in comparison with other settings. School took part in county moderation in 2025- our own assessment of children (in a range of forms) continues to be well-judged and praised by others. Next steps and further refinements are efficiently found and are able to be actioned in additional staff training.	1,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG pupils are supported with effective approaches for oracy and writing development -High focus on adult support of writing including bespoke modelling, scaffolding and high capacity of working WITH children during writing tasks -High focus on development of writing opps/ mark making in EYFS into year 1	Provision continues to be refined in key stage 1 and there has been enhanced use of supports for independent writing. Impact of this in LKS2 has also been pleasing. Summer SEA report in 2025 had focus on English and feedback was excellent. Feedback from children (including pupil voice) evidence that children enjoy this support. Highly evident that children continue to share that that this is the most impactful support Tudor offers in respect of writing development. High levels of consistency praised with SEA report of summer 2025. Standards of writing have improved in year 1 and KS! Staff have recognised clear improvement with content and structure of writing with younger children. Independence has improved significantly. High- quality as well as consistency reported within SEA feedback- most notably in summer 2025 visit.	1
Increase the confidence/ outcomes in writing of children with PPG:	Whilst the percentage of PPG children in the school is over 23%, this investment will ensure all classes with PPG children have TA support throughout the day. In addition, year groups with a higher % of PPG children also benefit from additional support.	1,2,5

Enhance the capacity of adult support in school- extend provision and provide more support in classes with higher levels of PPG need. Increase support of INCo in the management of the delivery of strategy for PPG.	Same approach had high impact last year- continue this financial commitment and investment in improving writing outcomes. Additional training has also been delivered and this leading to excellent consistency from all members if the teaching team. INCo remains non-class based and is able to take more time to lead/ monitor/ evaluate the success of PPG children.	
PPG Children in UKS2 to achieve end of year expectations: PPG children to have focused reading/ writing support (additional staff capacity to provide high quality/ intensive learning/ engagement with classes including PPG children) Year 5 and Year 6 children (PPG focus) to have daily additional breakfast support from 8am-8.45 to enhance confidence/ support with pre-teaching and tutoring oops. Additional targeted daily learning opportunities out of school hours for year groups when required.	 Following sustained improvement with this strategy, we will continue to provide increased capacity for the PPG children in KS2. Additional TA support able to engage pro-actively with the children and families. Reading support can be given as well as writing intervention. This strategy continues to be highly successful. Regular reviews are part of PPM process including consideration of adjusted provision when required. Also now staffed by teachers of year 5 and year 6. The impact of this enhanced attendance by the children including focus families. Interventions in year 1 and year 2 continue to be successful- especially with phonics in year 1 (and year 2). Once again, these have been staffed by qualified teachers including the phonics lead. For younger year groups, shorter time frames have been advantageous- eg 1 term/ half term. Review each situation as part of PPM process to consider provision of additional interventions.	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tudor to offer access to wellbeing and pastoral support TA (PSTA)	The pastoral support in place at Tudor ensures that children build their self-esteem, social skills and ability to cope with stress, which in turn enables them to fully participate in their learning and to feel safe and valued in their school environment. PSTA works alongside all staff to provide an additional layer of support for the children and develops positive relationships with them in order to provide appropriate support. She also liaises with external agencies, if required, to enable children to receive the full provision they need.	2,3,4,5

	Children are provided with a safe space to be able to share their thoughts and feelings. They may receive one-to-one, weekly, fortnightly or ad-hoc sessions depending on what additional support is needed. PSTA is also able to support the children's mental health and wellbeing by helping them deal with their worries and problems. Families are supported with any concerns they may have regarding their child's mental wellbeing which helps to promote and develop a positive family/school relationship. Teachers are supported as they are able to focus on supporting the children academically to ensure they make good progress. Feedback is given to the class teacher to ensure that the teaching team are able to follow up any class-based issues and provide more tailored classroom support. TA's can be utilized to support teachers more effectively. In addition, PSTA helps lead support groups and transition groups (eg for Year 6 children). For children that require regular (or occasional) support during lunchtimes, there is a Sunshine Club that provides them with a safe and positive space, as well as the opportunity to develop friendship groups and social skills.	
PPG children to continue to benefit from range of additional measures and supports (with high focus on attendance/ behaviour for learning and wellbeing) that have been put in place in recent times. These measures (often bespoke) are listed within our PPG dashboard/ toolkit and they can swiftly be delivered/ adapted when the need arises.	Tudor continues to offer a wide range of additional activities to support the children with PPG at Tudor. The school has received an audit/ review of our approaches and there has been clear/ evidenced impact. To ensure consistency (as well as sustainability) of these additional measures, they are listed as part of our overall offer. This toolkit is managed by the INCo and it is monitored closely for impact. The 'range' of approaches are recognised by the staff team and they are able to access/ use the ongoing strategies when appropriate. By having clear analysis/ monitoring of these approaches, we are able to keep refining our toolkit to ensure that children do benefit from them and there is an equity of access for different year groups.	Main focus- 2,3,4,5

Total budgeted cost: £ 140,810

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

Review of Progress/ outcomes for PPG pupils 2025-2026

Our management of the PPG strategy continues to effective. It has also been used as an exemplar with other schools when evaluating how well the school supports the PPG children. The school continues to receive county advisory visits with enhanced focus on PPG and vulnerable pupils. **Headlines from 20252026 reports include**:

'Outcomes for pupils in receipt of PPG compare favourably to national data'

'Leaders have a strong understanding of the needs of pupils in receipt of PPG. They use in-school and extra-curricular activities to support these pupils to achieve their potential'

'PPG pupils enjoy the variety of after school clubs the school provides'

'Pupils were highly engaged in their learning'

'(Assessment Meetings… have been particularly effective and invaluable in supporting discussions around individual needs, planning targeted support, and making necessary adaptations to the provision'

'A range of strategies and interventions are in place to support PPG and EYPP children'

'Children also benefit from access to music lessons, clubs, and subsidised clothing to promote inclusion and engagement'

'Approaches help children feel more familiar and settled… It also provides a manageable way to show children any changes in provision throughout the year, which is especially beneficial for those with SEND and social, emotional, and mental health (SEMH) needs who may find change challenging'

'Learning environment… carefully adapted to meet the needs'

'Children are actively involved in shaping the provision'

'Effective parental partnerships have been established'

'Impact of these actions has been evident in increased parental engagement and improved attendance'

Our approaches to the support of our vulnerable learners has been in place for a sustained period of time now and we continue to research, refine and improve our techniques. Interventions that are more efficient as well as effective are prioritised and we ensure that they are rigorously delivered. High quality examples include the provision of approx. 20% more learning time per week for those targeted children. This provision is delivered in the form of breakfast (and sometimes after school) learning opportunities. For those children who initially do not take advantage of such provision, the school is able to swiftly respond to the needs of different families to ensure that interventions can be given. At times this even included providing additional interventions (including tutoring) WITHIN the existing school timetable. Some families have not been able to support using additional time in school and we have adapted our approaches when needed.

2023/2024 Attendance- 95.0% (national 94.5%)
2023/2024 Ever 6 free school meals- 91.8 (national for ALL schools 88.9%)

2024/2025 Attendance- 96% (national 94.8%)
2024/2025 Ever 6 free school meals- 94% (national data for ALL schools has not yet been published)

20252026 Attendance 96%
20252026 Ever 6 free school meals- 94.2%

Alongside the school's PPG governor, our bespoke and Tudor-designed PPG provision trackers have now been enhanced as part of the Herts Every Child project to ensure focus on a range of vulnerabilities. We remain committed to evaluating the provision in all aspects of schooling. EVERY child is monitored and it shares the range of supports that are in place for that child. It also helps identify the level of impact for that child. PPG provision continues to be a key focus in ALL PPM meetings and teachers can share those provisions/ adjustments that are having the biggest impact- socially and academically.

Our curriculum is a strength at Tudor- the children have FULL access to a broad and balanced curriculum and, as previously shared, the main approach for providing additional support is using time in addition to the normal day. This ensures that the children have access to the full curricular spectrum and they can be extended/ consolidated in relation to agreed foci. The morning breakfast provision is formulated alongside the main class teachers and this ensures that the input supports the main approaches in class. As noted within the autumn HIP report: (Outcomes) reflect their impact as well as their long-standing success in supporting pupil welfare and aspirations

Due to the high focus that we place on PPG, we are able to identify where adjustments need to be made. Pupil progress meetings prioritise evidence for the impact of our approaches.

2026 SATs Results for pupil premium children in RWM were +9.2% on the previous year,

6.7% of pupil premium children achieved greater depth in all areas.

Reading- 60% pf PPG children achieved expected standard (33.3% greater depth)

Writing- 53.3% pf PPG children achieved expected standard (20% greater depth)

Maths- 53.3% pf PPG children achieved expected standard (6.7% greater depth)

RWM expected standard was +9.2% on the previous year for PPG children.

Statutory test assessment results continue to be strong. As the table below evidences, there continues to be good percentages of PPG children who were working at or above the expected standard over a number of years

KS2 outcomes from 2022 to 2026:

Reading

Disadvantaged					
	2022	2023	2024	2025	2026
Tudor Primary School	60.0	58.8	68.8	66.7	60.0
Dacorum	54.0	55.9	54.3	55.3	54.0
Hertfordshire	59.8	57.2	60.9	60.5	59.8
England	62.3	60.2	62.4	63.8	62.5

Writing

Disadvantaged					
	2022	2023	2024	2025	2026
Tudor Primary School	60.0	47.1	62.5	46.7	53.3
Dacorum	47.3	46.5	49.0	47.9	46.7
Hertfordshire	48.8	50.0	53.2	52.3	51.0
England	55.2	57.9	58.5	59.7	60.2

Maths

Disadvantaged					
	2022	2023	2024	2025	2026
Tudor Primary School	66.7	52.9	56.3	53.3	53.3
Dacorum	45.8	49.3	49.1	48.4	47.4
Hertfordshire	51.0	52.6	53.9	53.8	54.6
England	56.3	58.8	59.1	60.9	61.5

Spelling, punctuation and grammar – 66.7% of the 2026 disadvantaged pupils were working at or above the Grammar, Punctuation and Spelling Standard, higher than the Dacorum, Hertfordshire and National average

Disadvantaged					
	2022	2023	2024	2025	2026
Tudor Primary School	66.7	70.6	62.5	73.3	66.7
Dacorum	49.3	51.2	51.1	50.7	52.0
Hertfordshire	56.2	55.3	54.9	57.2	57.6
England	58.6	58.9	59.0	60.2	60.6

This is further evidenced by ongoing (school/ non- statutory) progress data. Tudor achieves strong progress in each core area for disadvantaged pupils.

Further information on the Tudor Toolkit:

Obstacles to Learning	Examples of ADDITIONAL Interventions & Spending of Funding The school has created a dashboard that evidences HOW many individual children have accessed each of these PPG strategies and the IMPACT on outcomes (attendance/ assessment, etc)
Wellbeing focus/ pastoral support (Personal Development)	Family Support Services Pastoral Support TA Parent Training sessions/ courses (well-being focus) Uniform Subsidy Lunchtime activity support Tudor angels- TA additional adult mentoring Transition support- Year 6 focus including secondary transition Subsidised off site visits/ trips Forest School Provision Enhanced adult capacity at breaktimes (including play partners) Subsidised Residential/ school experiences Psychotherapy Support DESC support (including small group interventions) Sunshine Club lunchtime provision Early Years Nurture Focus Intervention
Attitudes to learning (inc attendance/ behaviour support)	Free/ subsidised breakfast care Free/ subsidised sports clubs Free/ subsidised after school opportunities (non sport related) Home Collections/drop offs (daily/ when required) After school care (when required) Additional Forest School Provision

Learning Support (Curriculum access)	Additional TA support in class (PPG focus) Oracy intervention and support Bookmark reading program Greater depth/ aspiration opportunities Non- class based INCo TT Rockstars maths technology Lexia English support prog Phonics Support progs Year 6 Reading support prog Writing support- visual writing aids including clicker/ mighty writer- laptops Catch up Academic support/ tutoring (out of school hours) (1:1/ small group) Small group Academic support/ tutoring (out of school hours) Morning Booster Support Breakfast Learning Support (Year 5/6 or individual) Free/ subsidised (additional) music tuition including opportunities for performance.